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ABSTRACT

The educational policy for the schools of the black noncitizen group residing within the Canal Zone is the subject of this study. The time period examined covers roughly the first half of the twentieth century. In the first chapter the significance, relevance, and limitations of the study are discussed. The second chapter describes the establishment of the schools and their growth during the first decade from 1905 to 1915. The inadequacies in the black schools during the period from 1915 to 1930 are discussed in the third chapter. Improvements, growth, and development during the 1930's and 1940's are covered in the fourth and fifth chapters. The final chapter examines social and educational trends in the early 1950's. (JD)

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Tracing the Course of Growth and Development in Educational Policy for the Canal Zone Colored Schools, 1905–1955

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by Alda Alexander Harper

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TRACING THE COURSE OF GROWTH AND DEVELOPMENT IN EDUCATIONAL POLICY FOR THE CANAL ZONE COLORED SCHOOLS, 1905-55

By
Lois Alexander Harper

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FOREWORD

Professor Edgar B. Wesley, celebrated historian of American education, once appeared at the University of Vermont office of Dr. George A. Male, Ph.D., Michigan, 1950, to announce that he had come to visit his grandson. If he should decide to visit the author of the present volume he would have to say he had come to talk with his granddaughter.

The Editor and his associates are grateful to Professor Male, now of the University of Maryland and Chairman of the dissertation committee for the suggestion that "Tracing the Course of Growth and Development in Educational Policy for the Canal Zone Colored Schools, 1905-1955" be published in the Comparative Education Dissertation Series. It is the first dissertation to appear in the Series produced by a Ph.D. recipient from another institution. It was accepted for publication not because of the author's professional lineage, but because the work so well meets all criteria for inclusion.

Claude A. Eggertsen
Editor

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CHAPTER I

INTRODUCTION

Statement of the Probl

As a responsibility incidental to ge
the United States Isthmian Canal Commissio
ment of a system of public schools within
next school yea opened in October 1907, t
through authority delegated to the Commiss
for white children and thirteen schools fo
the Panama Canal Zone agency of the United
tinued to operate two school systems, one
the other for Negro children, the majority
zens. During most of the time, the sc ls
"colored" schools of the Canal Zone.[3]

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[1]U.S. Congress, House, Committee on
Educational Policies, Programs, and Propos
by Charles A. Quattlebaum. H.Doc. 398, 90
D.C.: U.S. Government Printing Office, Dec

[2]Isthmian Canal Commission, Canal Re
Isthmian Canal Commission Printing Office,

[3]After about 1906, "colored" was the
ignate schools for resident children of no
the Canal Zone. "Local-rate" also applied
noncitizen employees, as did "Silver," bot
the practices of paying the noncitizen emp
usually lower wage scale from that for the
States' citizen employees. In 1954, the "
designated "Latin American" schools.